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ABSTRACT

The academic community is recovering from recent shock waves of frequently violent student protest that challenged the traditional authority and even the basic purposes and structure of colleges and universities. The students were demanding reform in curriculum matters as well as in matters of educational administration. In this document a discussion is presented that was held to determine the answers to several questions: (1) To what degree were the student pressures for change justified? (2) What changes were being demanded? and (3) How have traditional relationships within centers of learning been affected? The participants in the discussion were: Dr. Martin J. Meade, Dean of Students and Associate Professor of Psychology at Ottawa University in Kansas; Harvey T. Stephens, Executive Vice President, ARA Services, Inc.; Dr. John R. Coleman, President of Haverford College, Haverford, Pennsylvania; Dr. Martha Peterson, President of Barnard College of Columbia University, New York; Dr. Fritz Machlup, Professor of Economics at New York University; and Peter P. Muirhead, Deputy U.S. Commissioner of Education. (HS)

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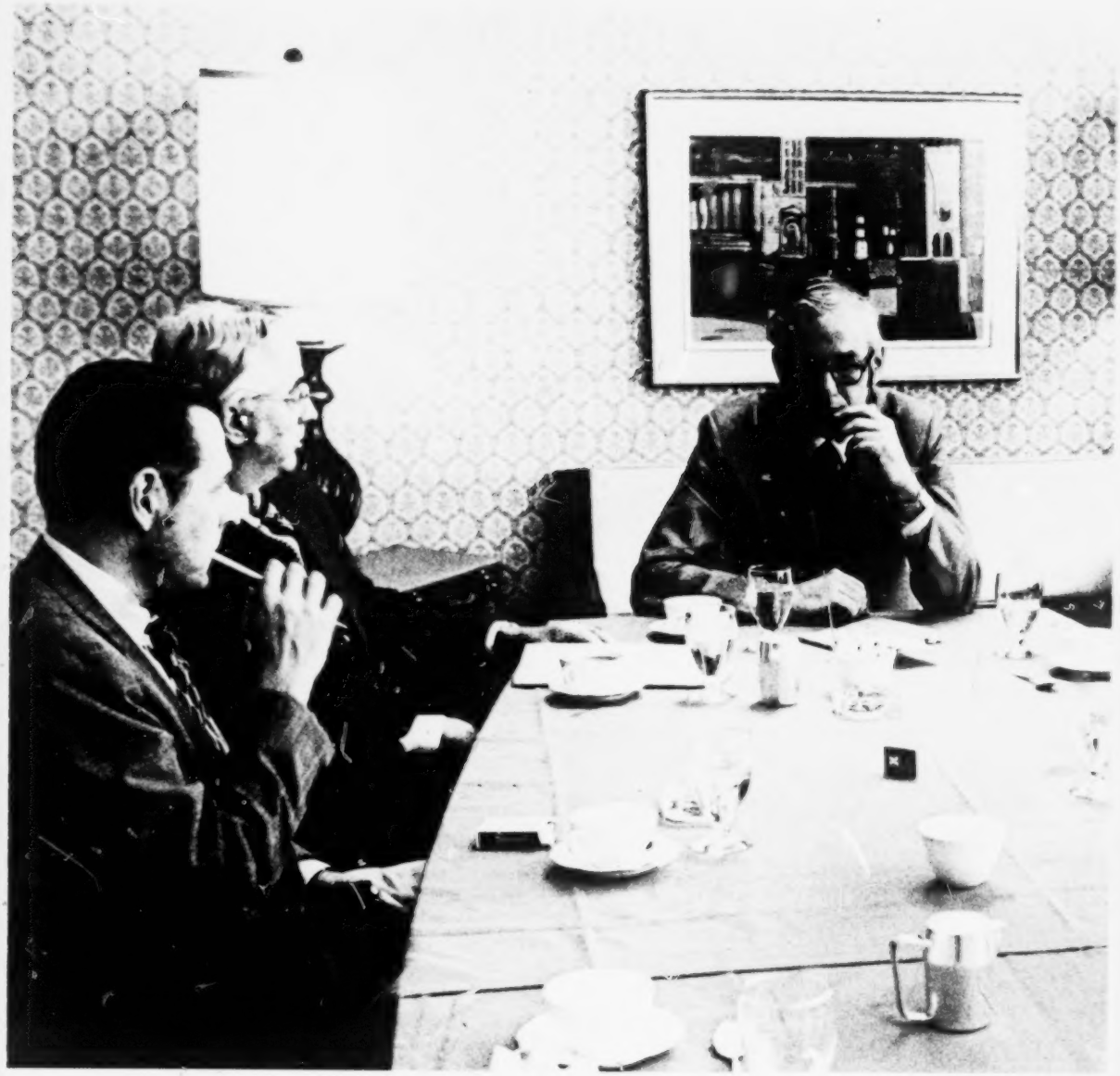


At a round table discussion on Challenge and Change . . . are (clockwise from left):

Dr. Martin J. Meade, Dean of Students and Associate Professor of Psychology at Ottawa University in Kansas;

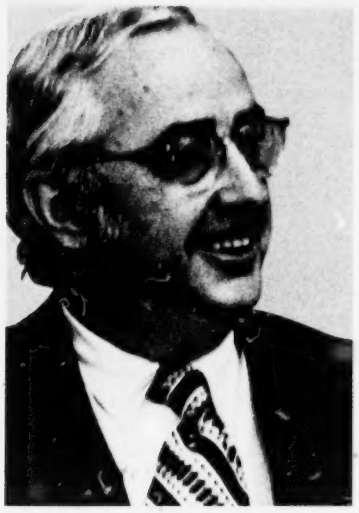
Harvey T. Stephens, Executive Vice President, ARA Services, Inc.;

Dr. John R. Coleman, President of Haverford College, Haverford, Pennsylvania;

Dr. Martha Peterson, President of Barnard College of Columbia University, New York;

Dr. Fritz Machlup, Professor Emeritus of Economics and International Finance at Princeton University, and Professor of Economics at New York University;

Peter P. Muirhead, Deputy United States Commissioner of Education.



THE ACADEMIC COMMUNITY IS RECOVERING from recent shock waves of frequently violent student protest, which challenged the traditional authority and even the basic purposes and structure of colleges and universities. To what degree were the student pressures for change justified? What changes were being demanded? How have traditional relationships within centers of learning been affected?

In this discussion, a group of distinguished educators talk about the extent to which they believe change should follow challenge.

HARVEY T. STEPHENS

Harvey T. Stephens

Executive Vice President,
ARA Services, Inc.

DR. JOHN R. COLEMAN

is President of Haverford College in Haverford, Pennsylvania. Before being appointed to his present post in 1967, he was Program Officer in charge of Social Development for the Ford Foundation. Prior to that, he was Dean of Humanities and Social Sciences at the Carnegie-Mellon University. A nationally-known economist, Dr. Coleman is author or co-author of seven books on economics and labor relations. He also taught the year-long television series, "The American Economy," which was broadcast over two hundred and forty CBS and education network stations during 1962-63.

DR. JOHN COLEMAN: We all know that there is something happening on campus that is different from what was happening when we first began in education. There is a new student challenge of which we are aware, but I guess we are all puzzled as to what it really means. One parallel which sometimes is drawn is that with 'Consumerism.'

As I understand Consumerism, or Naderism, it essentially says that the consumer knows best. Is the student challenge a statement that the student really knows best; that, since he is the one being educated, he is the one who ought to shape his education?

DR. FRITZ MACHLUP: Do they really think that they know best? Don't they merely want change for the sake of change? As soon as you allow students to make their own choices, they will realize that this is a great responsibility. Since they will also recognize that they really do not have sufficient information and knowledge to make their choices, then they will rely again on advice.

DR. COLEMAN: What kind of evidence would you offer for the proposition, Fritz, that it is just change for change's sake that they are after?

DR. MACHLUP: The evidence is that, after they get all of the opportunities that you offer them, they come back to preferring the old ways. They prefer that decisions are made for them, or at least that offerings are such that they can choose from given alternatives. They do not wish to shape their own curriculum, because this is a complicated task for which they are not equipped.

MR. PETER MUIRHEAD: I am not at all sure that I would go along with the proposition that students will ultimately come back to the old ways. Basically, I think that what the students have been trying to establish is that we haven't kept pace with what has been a most dramatic development in American higher

DR. MARTHA PETERSON
is President of Barnard College of Columbia University in New York. From 1963 to 1967, she was Dean of Student Affairs at the University of Wisconsin. Until 1956, she was Dean of Women at Kansas State University. Dr. Peterson is Chairman of the Executive Committee of the American Council on Education; a former President of the National Association of Women Deans and Counselors; a Trustee of Chatham College in Pittsburgh, Pennsylvania, and the College Entrance Examination Board; and a member of the Executive Committee of the Commission on Independent Colleges and Universities of the Association of Colleges and Universities of the State of New York, the Advisory Council of Presidents of the Association of Governing Boards of Universities and Colleges, the American Association of University Administrators, and the Board of Visitors of Duke University.

education. We have an altogether different mix of students on our campuses than we did a scant 10 or 12 years ago, and today's students are saying, in effect, to higher education, "Let's shape up. Let's see to it that we have offerings for students that reflect the variety of interests that they have."

DR. MARTHA PETERSON: There has never been any real turning away from higher education as such. The students expect to go on learning certain things, but they see some very bad faults in the system. They didn't ever say that they want to remake the whole system, but they seem to think that the teaching isn't as good as it ought to be; that some of the courses are thoroughly sterile and not related to their experience.

It is easy for us, for instance, to go to a restaurant and point out that it is badly run. We don't get the basic issues of how you run a restaurant. I don't think any of us would think that we could do that, but we can point out areas of gross neglect.

I think that these are the things that I hear from students. They can point out where we aren't living up to what they see as important things in society. They want change. But then that is basically what education is all about—change.

DR. MARTIN J. MEADE: I believe that what they are objecting to is a rigidity in the system. I compare it to the phenomena we see in human development of 'testing the limits.'

What they wanted was to increase the flexibility of the system to make it more responsive to the needs of the individual student, to break some of the rigid, regular patterns which have developed over many, many, years and to develop new models.

This is not to say that content in particular programs of study should be thrown out, but rather that content should be reorganized to meet the

DR. FRITZ MACHLUP
is Professor Emeritus of Economics and International Finance at Princeton University, and Professor of Economics at New York University. Before joining the Princeton faculty, he was Hutzler Professor of Political Economy at Johns Hopkins University (1947-60) and Goodyear Professor of Economics at the University of Buffalo (1935-47). Dr. Machlup has also been a visiting professor at Harvard, Cornell, American and New York City Universities in the United States; Kyoto, Doshisha and Osaka Universities in Japan; and the University of Melbourne, Australia. His numerous works on economics and international monetary practice have been published in English, French, German, Italian, Japanese, Russian, Spanish and Swedish. He is president of the International Economic Association, and a member and past president both of the American Economic Association and the American Association of University Professors.

needs of the individual as perceived by the individual; not that the student is the expert, but that he or she should have the opportunity of some input in determining what is the total education process.

MR. MUIRHEAD: I think the degree of unrest varies obviously from campus to campus, and certainly varies according to the category of higher education institution. The problem on the state university campus is a good deal different from the problem at Haverford. Students going there represent a different mix of interests and abilities and they are asking for possibly more dramatic changes than would hold true at the private college.

I guess my contention is that higher education per se has not recognized that there are many ways to heaven. Students don't necessarily have to pursue baccalaureate degrees and there should be many different experiences for them at the post-secondary level. Probably that type of change will come more readily in public institutions than in private ones.

DR. MACHLUP: Dr. Peterson's analogy about the restaurant is very good in some respects and very misleading in others. When the waiter doesn't come, then we know something is wrong; just as when the professor doesn't appear in class, something is wrong. But in choosing the food, we know what we like to eat, because we have had an experience of many years. We know that we like this and dislike that, but the student does not know what he likes to learn, because what he has not yet learned he doesn't know. He cannot ask for something of which he hasn't heard.

DR. COLEMAN: I think Martha has a good analogy there. What the student will say sometimes is that the faculty is telling me what food I should like, because that is the food they like, and I am not sure that they have really re-examined that menu in terms of whether it makes sense at this particular point.

DR. MARTIN J. MEADE
is Dean of Students and Associate Professor of Psychology at Ottawa University in Kansas. Before assuming his present post in 1970, he was successively Guidance Officer, Staff Psychologist, Director of Admissions and Financial Aid, and Vice President for Student Affairs and Dean of Students at Fordham University in New York. The author of several publications in his field, Dr. Meade is a member, and former Regional Vice President, of the National Association of Student Personnel Administrators, and a member of the American Psychological Association.

It is very easy for us as teachers to believe that what we know is what others ought to know, without being forced to ask ourselves, "Why does that make a difference today?"

I spent time in our elementary economics class yesterday, and the day before yesterday, explaining the meaning of the "marginal cost equals marginal revenue" principle. At the end I think the class understood, but I wasn't at all persuaded that I had shown them that it mattered, because I didn't take time to stop and say why this principle is of any great significance. The students are challenging us because they don't want us to say, "Here is the food you need," unless we can show them why.

DR. MACHLUP: Well, I must distinguish between the choice of an area of study and the choice of the particular offerings within it. If a student says, "I am interested in psychology," you don't tell him to study classics or mathematics instead. However, if he or she decides to study psychology, then I don't think the student is equipped to say which courses in psychology he or she ought to take in order to become a psychologist. That is a decision that students simply cannot make before having studied psychology, but the teacher can, because he has studied psychology.

MR. HARVEY STEPHENS: Let me enter through the door of the analogy. Let's go back to Dr. Peterson's restaurant to discover another dimension of this problem. Everything on a restaurant menu which I look at and have an opportunity to choose is not good for me. I shouldn't be eating things which are going to endanger my health if I've got more weight on my frame than I should have. Yet I have the opportunity of free choice.

Are you recommending that the student should have an opportunity to choose something that may not be good for his educational nutrition?

PETER P. MUIRHEAD
is Deputy United States Commissioner of Education. A federal government official since 1958, he served as Acting U.S. Commissioner of Education from January to May, 1969. He has also been Assistant Commissioner for Legislative and Program Development and Associate Commissioner for Higher Education. The recipient of the Department of Health, Education and Welfare Distinguished Service Medal in 1968, the Secretary's Special Citation in 1969 and several honorary doctorate degrees, Mr. Muirhead is a member of the American Society of Public Administration, the Foreign Policy Association, and the Alexandria (Va.) Council on Human Relations.

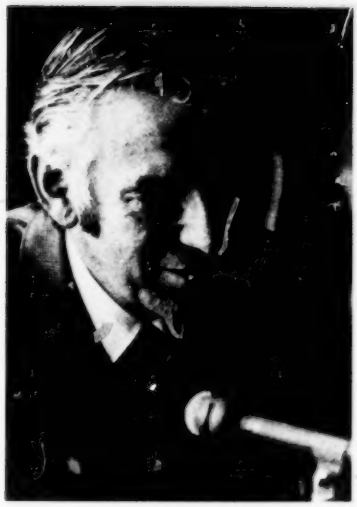
DR. PETERSON: I think what I have heard students say would differ, and I think I would agree with them more than I can with you, Dr. Machlup. Surely we can say, if we know psychology, what the basic principles are that a student needs to learn in order to know something about psychology. But what the students have said to us, it seems to me, is that we have become too rigid in the way we are introducing such things as the basic principles of psychology.

If you get into a class with a good teacher who knows what he or she is trying to teach, then it will develop that the name of the course won't matter as much as the quality of what goes on in that course. The students make a good judgment there.

We have kids who will look at a curriculum and say, "You say this particular set of courses will do this for me. But you really don't know what will happen in the classroom."

I think the faculty and all of us in education have to become aware that we have to re-evaluate these aspects of curriculum planning. I think we have just gotten into a rut. I don't think our students ever said they don't want to learn what's basic to subjects like psychology, but that we are wasting their time in the way we are teaching it.

MR. MUIRHEAD: I think that is an awfully good point. Perhaps one of the things that we have failed to do in our colleges is to recognize that we do have a much brighter bunch of kids coming along, and that the secondary school preparation for college is a good deal better than it ever was. All too often, students come on the campus and find that the teaching they are getting at the freshman level is not nearly as good as the teaching they were getting in high school, so they just register dissatisfaction with it.



DR. COLEMAN

. . . Is the student challenge a statement that the student really knows best; that, since he is the one being educated, he is the one who ought to shape his education?

DR. MEADE: I see two points here which we might follow. One is, have we been making an assumption that, because a student expresses an interest in psychology, that that student is telling us, "I want to become a professional psychologist"?

I think that we have made that assumption in the past. But today, youngsters are saying, "No, I want to learn about human behavior. I don't necessarily want to become a professional psychologist."

Secondly, I think we have all too often insisted that the only way in which you can learn about a subject area is through a rather rigid sequence of courses. I think that now more and more of our institutions are becoming cognizant of the need to give recognition to other ways of learning. The youngster who is interested in learning about human behavior might very well learn much more rapidly and efficiently by spending six months as a ward attendant in a psychiatric hospital, rather than by taking a course in psychology.

DR. MACHLUP: That is not higher education. Learning through experience is one thing, higher education is another thing. Higher education means that one learns the way a scholar does it, by going to the library or to the laboratory. Going to the world is not 'higher' education, but at best education through personal experience, and never should a school of higher learning give credit for merely personal experience. We as educators ought to know the difference between learning by experience and learning by education.

DR. COLEMAN: I would like to combine your two opinions on education and experience. I don't think it has to be either/or; it can be both. There should be a way in which an experience as a ward attendant can be an integrated part of the discipline of learning about psychology. Surely we are being challenged by students to discover ways of integrating outside experience with education.

DR. PETERSON

. . . must we always answer demands that we give credit for things that just don't fit into the college picture? The persons who make demands like these . . . know this is unreasonable.

If the student is just gaining experience out there and isn't building on a discipline, then, sure, he should get no academic credit for it all. But is it beyond our ability to find ways to make experience a testing of some of the ideas that have been learned within the discipline?

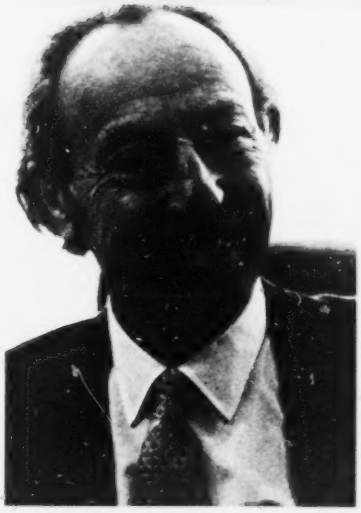
DR. MACHLUP: I will agree that, if the student writes a report, a research type of report, in which he shows the relation of what he has learned by experience to what he has learned from books, or to the learning that others have done, then personal experience can be a part of higher education.

MR. MUIRHEAD: I am not at all sure that you can bring these two points of view together. The student is saying that he doesn't want to fall heir to a four-year lock-step program that sets out the number of classes he will take in certain disciplines. He doesn't want to be told that this is the only way for him to spend four years or as many as he chooses, in college.

This is exactly what they are saying to us: that there are other ways to do it. If a student's particular personality will be better served by spending a year away from the campus, then, so be it. He should have an opportunity to do so.

DR. COLEMAN: I don't see how pooling your two views will mean a lock-step system. It won't. It will mean more variety in education, but it also means going along with Fritz Machlup—for me, anyway.

I would like to see all of our students get away from the campus. I would like for us to have a college rule that says that you cannot graduate from Haverford without having spent at least a semester away, or a year away. We will guide you; we will try to help you to use that semester in a productive way. But we are not going to evaluate you on it. We are not even going to give you credit for it. What we are going to do is give you credit for what happens back here on campus. We hope that you will



DR. MACHLUP

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learn some things out there which you can bring back and feed into the class and which will help us make the material here more relevant to what is happening outside.

MR. STEPHENS: Fritz, would you accept that as a definition of a laboratory?

DR. MACHLUP: I would, I would.

MR. MUIRHEAD: Let me comment on one point. Would you go to the point of saying that an experience, a legitimate experience that is gained off the campus, would not meet your tests of being worth academic credit?

DR. COLEMAN: I imagine that a system of evaluation could be worked out, but I think we would do a better job if we didn't get ourselves into insisting on evaluation. The experience would be a more valuable one in the long run if we, as administrators, don't put ourselves into the position of saying, "We know how to evaluate what you did as that ward attendant, or what you did as a shipping clerk, or what you did walking on a beach in the Bahamas."

DR. MACHLUP: I agree fully.

DR. PETERSON: I suppose we will be criticized for rigidity of requirements by comments on how many hoops must be jumped through to get a degree. But must we always answer demands that we give credit for things that just don't fit into the college picture? The persons who make demands like these, whether they are students or the neighborhood people, know this is unreasonable. They know they don't get credit for an AB degree because they have lived all their lives in a certain place. The truth is that they really don't expect their demands to be answered, but want them to mark

MR. MUIRHEAD

. . . Basically, I think that what the students have been trying to establish is that we haven't kept pace with what has been a most dramatic development in American higher education. We have an altogether different mix of students on our campuses than we did a scant 10 or 12 years ago.

something else. If we answer these demands, aren't we reacting to some unusual pressures, rather than looking to what we can do best?

DR. MEADE: Perhaps we should recall that there has never really been an absolute standard agreed to by educators in the past, or in the present, as to what amount of learning equals a bachelor's degree.

With the heterogeneity of our different educational institutions, it would be possible to find one institution where the student graduating and receiving a bachelor of arts degree has not learned as much as the entering freshman in another institution, which also awards a bachelor of arts degree. So let us not get caught in the trap of assuming that there is some absolute standard.

To go back to what John and Fritz and Peter were saying, I would like to see our institutions flexible enough to offer options to the student. If, for instance, a student feels that a particular off-campus experience can be integrated with the educational program which he would like to follow during this period of his life, then he can agree with faculty members beforehand on what objectives the experience can be expected to meet, and on the conditions under which it will be evaluated. If the student meets these conditions, he can receive credit toward the degree. His off-campus experience becomes a legitimate learning experience. I believe this is what you were saying, Fritz.

Another student could have the same experience, but deliberately choose not to build it into the framework of the more formal educational process. I think the student should be given the choice here.

I agree completely with the point that we should get away from thinking of a bachelor's degree as something which has to be taken in four years. I think the work for it can be completed in much less time by some stu-

DR. MEADE

. . . I think that we have all too often insisted that the only way in which you could learn about a subject area is through a rather rigid sequence of courses. . . . Now more and more of our institutions are becoming cognizant of the need to give recognition to other ways of learning.

dents. For other students, it should absolutely take six, eight, or ten years to earn the bachelor's degree.

MR. STEPHENS: I would just like to follow that by remarking that systems like this one are already being followed in some segments of higher education. I think we have a tendency sometimes to talk about students going to college as if they were all liberal arts majors in pursuit of the truth. That is not quite true. Students have been going to business schools for years, as well as to schools of medicine and law. I know of one school in Philadelphia which has had a five-year curriculum for many years. It is an engineering school—Drexel University—where, at the end of the first academic year, the student works in industry for six months then returns to school for six months and thereafter alternates between job and school for the five year period.

Now, there are many extra advantages to the system—one is that students have generally been able to pay their way through college this way—but the most important result of the program is that students not only learn something about the practical application of the slide rule and Engineer's Handbook, but also what it is like to live within the framework of an engineering department, within this institution of Business, a tremendous laboratory. Students change their vocational preference for good reasons because they have had that experience. Many others are confirmed in their purpose of wanting to be engineers, because they worked six months in this laboratory. During the course of their five years, these students might go to three or four different parts of the engineering forest to test out whether they still want to be engineers and what kind of professional engineering career they wish to pursue.

I don't know whether this system would work for social scientists, or humanists, but I would submit that it is not a new idea in some disciplines.

MR. STEPHENS

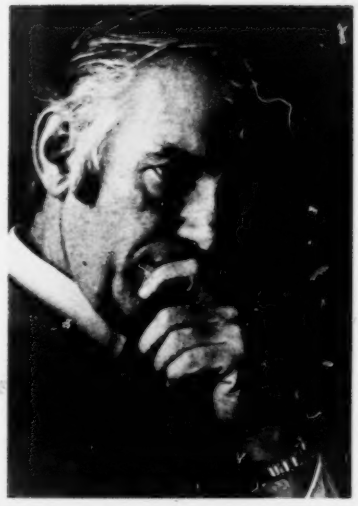
. . . the kind of unrest that we have noticed on college campuses might be caused by students who haven't quite made up their minds what they want to do. They are more or less using the college experience to help them make up their minds.

DR. COLEMAN: Do we know whether in that type of situation, Harvey, there is student pressure to make change too? Or is our picture that they are happy with the program, and that the administration there is not feeling the same pressures that the rest of us are feeling?

MR. STEPHENS: That's a good question and, of course, I could dodge it by saying I don't know. I would assume however, Jack, that students are coming to Drexel with reasonably clear-cut vocational interests. They are, perhaps, products of the kinds of middle-class American experience which sees them moving into manufacturing and engineering, and not into exotic research. Perhaps Drexel University sees such students as its 'market.' It has oriented to its 'market' the whole fabric of its system of education for engineers.

DR. COLEMAN: I asked that question because there is a danger, when we talk about student pressure for change, of exaggerating how much pressure there really is. I notice on our own campus that some of the students, those with the most economically disadvantaged backgrounds, do not seem to be terribly concerned about overall changes in the curriculum. I don't see them putting nearly as much pressure on us for changes in our governance on the campus. I don't see them asking that we do everything in a different way. They don't, for example, press for experiences on the outside. Many of these students are strongly oriented towards college or university as a preparation for a career at a later date.

Those of us who sit in administrative offices can get a very biased reading on what students are really talking about by virtue of the fact that those who seek us out are the ones most oriented towards change. But there is still a large group of students who go about things not too differently from the way we went about it a lot of years ago.



DR. COLEMAN

. . . It is very easy for us, as teachers, to believe that what we know is what others ought to know, without being forced to ask ourselves, "Why does that make a difference today?"

MR. STEPHENS: Then I would submit again, in support of your premise, that we still have long waiting lists for graduate schools of business, and that most undergraduate schools of business have many students who have already made career decisions.

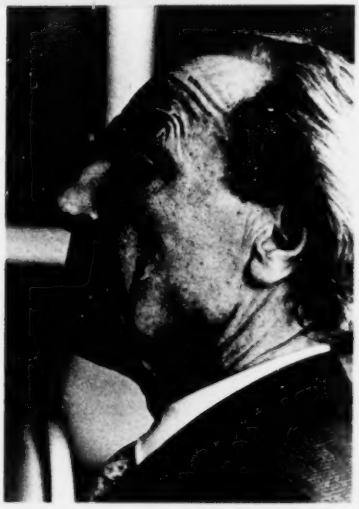
The kind of unrest that we have noticed on the college campuses might be caused by students who haven't quite made up their minds what they want to do. They are more or less using the college experience to help them make up their minds.

DR. COLEMAN: I wonder if we can switch the topic a little bit, because we have two people here, Martin and Martha, who have experience in public institutions of higher education. Martha, your background was in the student personnel field, I believe, before you took the presidency at Barnard. At the University of Wisconsin, wasn't it? I wonder how student pressures are affected by student numbers. What can we say about their expectations of the role the college or university can play in determining the pattern of student lives?

DR. PETERSON: Jack, one of the comments that I wanted to make about pressures for change, and this applies to demands about both academic and student life, is that we have sometimes misread the request. Faculties, students and all sorts of people have insisted in marvelous terms that we form policy committees that will examine the whole issue of how the college exists and what it is going to be.

Well, we form the committees and we spend a year or so setting up structure and guidelines and changes; and then we find out that what was really the matter was that students didn't want to take two courses in a language. So you have developed all of this elaborate structure to get involvement, but when the issue that was on their minds gets resolved, you can hardly get the committee to function, because the place that was hurting has been cured.

DR. MACHLUP



. . . If a student says, "I am interested in psychology," you don't tell him to study mathematics or classics instead. However, if he or she decides to study psychology, then I don't think the student is equipped to say which courses in psychology he or she ought to take.

Campus issues are made of parietal rules, or whether Student Health should give out information about abortions, and that sort of thing. So we form committees to take care of the matter. We get policy statements on drugs, contraception, and so on, and then no one has any interest any more. It becomes obvious that there were some places where particular rules were rubbing on the individual student's private life. When these issues are put in grand terms, it seems like a whole remaking of the college is being proposed, but once the single issue has been addressed, then people go ahead as if nothing else needs to be settled. I think the student is interested, not in doing everything the student wants to do, but in having the freedom to make an individual choice, in a kind of turn towards privacy.

MR. MUIRHEAD: There are really much broader issues affecting the students' disenchantment with much of what is going on in higher education. In some measure, this may be related, possibly, to some of the general public's disenchantment. I think we have not done a really good job of telling the public the changes that have taken place in higher education. There have been many, but what seems to get more visibility are the instances where the institution has failed to keep pace, when, for every one which has failed, there are nine that have gone ahead.

It also seems to me that the students who are part of the disenchantment are indicating that they are not too happy with the teaching, and that they are also not too happy with the commitment of higher education to serving minority groups better. I think they are also telling us that they regret the failure of some institutions of higher education to get involved with some of the pressing community problems of our times. So their pressure for change is not wholly wrapped up in their plea for subjects that are more relevant, but also relates, it would seem to me, to a sense of values that they have.

DR. PETERSON: A plea for maturity.

MR. MUIRHEAD: That is very good.

DR. MEADE: I think that what students have done, in the past five to eight years, is to point out to us the inconsistencies in our demands upon them. We are all familiar with comments by students that they are old enough to fight in Viet Nam, but not old enough to vote. Well, change has resulted from that position. They are now old enough to vote.

I think that in the area of student life we frequently use a howitzer to kill a mouse, but I still feel that this is not a total loss. What we do is to point out by our actions that there are certain methods, certain structures, which are established to resolve problems in an academic community, and this is the way things are done. The student comes back and says, "Well, this is the way you may have done things in the past, but maybe there are better ways of doing things and we would like to be able to make our input. We don't want to throw everything out, but we want at least a re-examination of the rules and regulations."

To come back to your point, Jack. I believe we have failed in the past to take the time to articulate to the young people in our colleges and universities the reason for some of the rules. If we sit down with them in a setting where honest communication is possible, I believe that we will find the vast majority of our young people in college will see the reasonableness of the rules and regulations. They see why, in this particular type of community, it is necessary to have these particular rules. I would cite one specific example. After going through all the rules and regulations about prohibiting sexual intercourse with someone other than one's lawful spouse, and other emotionally-charged rules and regulations, the one which seems to generate the most reaction from students is the insistence on the part of the older members of the academic community that probably one of the most grievous offenses in the community is cheating, or plagiarism, because that strikes at the very heart of the purpose of this particular community. The trust that what you say I can believe is an assumption which the student makes when he or she comes to the institution. The faculty member who makes this statement does so because he honestly believes this. He is not trying to mislead the students. I think that making young people understand why we say these things is critical in our dealings with them.

DR. MACHLUP: I believe we over-estimate the number of students who really want change, and radical change. At Princeton, for example, students wanted participation in the budget making, and so on. The president and the provost

MR. MUIRHEAD

. . . I guess my contention is that higher education per se has not recognized that there are many ways to heaven. Students don't necessarily have to pursue baccalaureate degrees and there should be many different experiences for them at the post-secondary level.

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were willing to present and explain the budget to the students while it was in the making. They would hold a hearing and they would be willing to make adjustments.

We have about 5,000 students, undergraduate and graduate, at Princeton. They were all advised that this hearing would be held. The president was there; the provost was there; and twelve students showed up—after they had demanded that they be allowed to participate in the making of the budget.

Well, the demand was made by a very few vocal people who probably wanted to be known and perhaps written up in the student newspaper. But virtually no one was really interested, at least not enough to come to a meeting. I am afraid that a great many other issues exist which we believe are the result of a genuine demand on the part of the students but really are not. The explicit demands do not always express a real demand, but are made by only a few people who talk loud.

DR. COLEMAN: Our experience, is a little different from that, Fritz. I think there is more genuine interest in the budget among our students. Of course, we are smaller, so maybe they feel that they could have more effect upon that budget. There is pressure on this issue now, which I welcome very much. Like other private institutions, we are in financial trouble and are going to have to make some hard choices which everyone knows now should have been made a long time ago. Now that it is happening, it is critical that we get more understanding of what the economics of the college are and the choices open to us. The only way this can be done is by pulling in the students, if you will. If they don't want to be interested, let's go out and persuade them to be interested.

I want to generate a pressure from the faculty, too. Furthermore, just to show, probably, that I am a real nut, I would like to see our Board take more interest in the budget than they do.

DR. PETERSON

. . . The students . . . didn't ever say that they want to remake the whole system, but they seem to think that the teaching isn't as good as it ought to be; that some of the courses are thoroughly sterile and not related to their experience.

DR. MACHLUP: Well, I am with you, both with respect to the students and trustees, but the problem is that it is hard to make them interested. They say that they are interested and they are not. Then we have to do all we can to make them really interested.

DR. COLEMAN: Maybe the interest, then, is one which focuses on specific issues. Perhaps the students and faculty don't want to do all the hard work necessary to know the whole budget, but they do want to get at one item; such as athletics, to make the allowance higher or lower; or the student counseling service, to have more or less of it; or the teacher over in a particular department, to pay him a smaller salary, or possibly one much bigger.

MR. MUIRHEAD: I think the students want to know that the door is open and that they are not excluded from the process. Once having established that principle, they move on to another issue.

DR. PETERSON: I am sort of Machiavellian, the way you are, Jack. I think students should be interested in the budget and should be interested in it for more than just how much tuition they are going to pay, or how much money they are going to get for their activities. I think the faculty should be interested in the budget for more than just how much fringe benefits and salary are going to come to them and so, like you, when such an interest is expressed, even if only twelve people show up, I would latch on to that interest and use it as a way to reach the larger group.

But let's not limit this observation to students. I find it just as hard to get the faculty interested in the broad issues of the budget. A few want to talk about it for their own personal interest, but they don't want to take the broader responsibility. It is a part of the job of the administrator to get this broader interest going on campus.

DR. MACHLUP: The faculty is not even interested in affairs that are very much their own. Take, for example, the AAUP chapter meeting. Look how hard it is to get a handful of professors to attend the meeting. We are all very busy. Each of us is interested in his own research and we consider all these meetings encroachments on our time.

MR. STEPHENS: May I take a liberty with your statement that we are busy? We all also have an unusual reservoir of apathy, which we can call on at any time. This *Conversation* is being taped in Washington, D. C., and I think you can start from here to work your way down through all forms of institutional apathy.

How many of us are really vitally interested in what the Congress of the United States is doing? Do we get involved?

Do professors really relate to the institution, or are they dedicated to their discipline and their tenure, or whatever? I think certainly we can't single out the student as the only disinterested party.

What I am saying is that this attitude is a kind of by-product of institutional life. It would seem to me that a college, just as a business organization, has this kind of apathy which challenges the purpose of the organization. In a business organization, if apathy comes through to the consumer in an improperly processed soup and you have to recall the product, or if it comes through to the consumer in a defective part and you have to call back 400,000 automobiles, it is very noticeable. The apathy within the educational institution may be less noticeable, but more deadly, because it can't be observed in quantitative terms.

DR. MACHLUP: I wish we could call back the students who were shown to be defective.

DR. PETERSON: . . . and the faculty members.

DR. MEADE: Can we raise another issue here? This goes back to the university as a social community. How do we evaluate the behavior of the different members of the university community?

John Blackburn, who was vice-chancellor of student affairs at the University of Denver, has recently been speaking about greater emphasis on the judgment of people's behavior in the context of community, as contrasted with our traditional evaluation in terms of the individual almost divorced from the community. Should we not more frequently evaluate a student and a faculty member in the context of how he or she contributes to this total community of the university or college, both inside and outside of the classroom?

Again, perhaps Fritz and I will disagree on this, but I feel that in a university community we should be concerned about the behavior of each other outside of the classroom. Recent research has reinforced what many of us have assumed all along: that during four years of college, the student learns probably just as much, in terms of living, outside of the classroom as he or she does in the classroom.

Like it or not, the faculty member is a role model for the student, and the way in which the faculty member lives, the value system which is reflected in that faculty member's behavior, is evaluated by the student and accepted or rejected.

I think we have to take much more time to look at the total setting of the university, and not just what goes on in the classrooms. We must say to the student that you are here to learn, but you are also here to teach. What you do as a student teaches other people, for better or for worse.

DR. MACHLUP: May I say that I think you are trying to reinvent the categorical imperative by Kant? I really think you put too much responsibility on the college or university; moreover, what you say here suggests that you are not willing to respect the privacy of the people. I would say it is neither your business, nor my students' business, nor my colleagues' business, how I live privately. Of course, I will also not pry into the students' lives. The students have to perform in terms of scholarly achievement, but how they live privately, what they do with their sex life, or with their social life, and so on, is none of my business. If I want to set an example, then it is exactly the example of respecting other people's privacy, and not imposing my own standard of private living upon them. So here the only imperative is: mind your own business.

MR. MUIRHEAD: I find myself in substantial agreement with what Martin has said. I think we have reached a kind of watershed in higher education, in that it is the responsibility of institutions now to conduct the sort of self-scrutiny that you talked about a moment ago. We should be looking at what the mission of the particular college or university is in our times.

I am reasonably sure that most institutions subjecting themselves to such self-scrutiny would find major shortcomings. We are not, for example, in our graduate education, opening the doors of opportunity to disadvantaged youth, and we certainly discriminate against women. Now isn't this something that should be part of that self-scrutiny?

We are not, it seems to me, looking at the very important university responsibility of dealing with community problems. In our time, it seems to me that this should become a major responsibility of higher education institutions.

DR. MEADE

. . . in the area of student life, we frequently use a howitzer to kill a mouse.

MR. STEPHENS: Most of those community problems are concentrated in the large urban centers and urban schools built vertically make it difficult for students to get to know each other, let alone the faculty. Perhaps a sense of isolation grows out of this and leads to a degree of institutional indifference to the surrounding community.

DR. PETERSON: In his keynote address to the ACE meeting, Father Hesburgh talked about one problem that we face right now, which I think relates to this. What is happening in these days has fractured the community spirit within the college community. I am not sure it didn't need fracturing, because there were a lot of colleges that operated in isolation. They were very self-enclosed communities that didn't look to the outer world. But these communities have been fractured, and it is very difficult to rebuild a sense of community after it has been fractured.

I would like to rebuild it on some of the terms that you mentioned, Dr. Machlup; that is, by remembering that privacy is important. I think this is, though, something which has to be constantly reinforced. Students coming to the college or university may have come from a family and home where everything was open and shared and they didn't have this sense of privacy. This is maybe what you teach by your atmosphere; by the kind of physical place you create; by the way you respond to questions about your own private life and to being a model.

But, right now, don't we have to rebuild the sense of community that allows certain philosophical principles to operate, not within an enclosed and capsulated community, but one that takes in all the different groups on campus and also reaches into the outer community? Isn't it the responsibility, in line with what you said, of administrators and faculty to try to teach how this can be accomplished, and what are the values of community, and the value of the community we are in?

DR. COLEMAN

. . . There is a danger, when we talk about student pressure for change, of exaggerating how much pressure there really is.

DR. MEADE: I don't think I could completely agree with the position that Fritz has taken, yet I don't think we are as far apart as it may seem on the surface. Certainly I cannot encourage any kind of investigation of how we spend each and every waking moment. What I was trying to emphasize was, again, a complaint that I hear from young people in college. They say that we preach one thing and do something else. We tell them, "Be open in your thinking; be willing to evaluate different courses of action," and yet we ourselves, in our daily lives, act, in many instances, in exactly the opposite fashion.

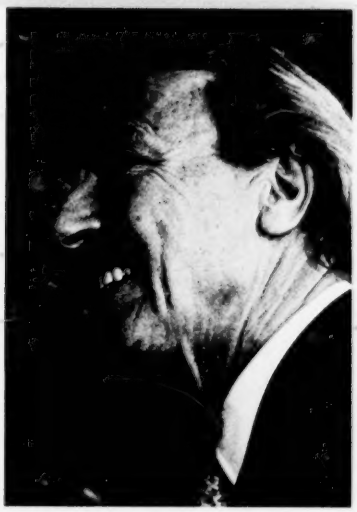
I believe that the youngsters who stood up and said, "You know we are opposed to this war in Viet Nam and these are our reasons," were asking, "Where do you stand? Where are your values?" and "If you personally are opposed to this war, why don't you come out and say so?"

Although their logic was faulty in many instances, and their questions emotionally charged, I think we had an obligation, whether we were opposed to the war or not, to explain to them why we did or did not act. They were asking us, as older members in the community, to help them in their development of values and establishment of a mode of life, and I feel that many of us failed to respond to that challenge.

DR. COLEMAN: I find myself in sympathy with that. I don't want students to be concerned with a lot of aspects of my private life. On the other hand, I recognize that, whether I think of myself as a teacher of economics at Haverford, or as its president, that I am in some sense a model for them.

I don't mean model in the sense of good or bad; I mean it just in the sense that I represent one pattern of career and of living. The students must know something about me as a human being. I think I can teach economics more effectively if they know what some of my personal hangups are; some of the things in the world that make me happy; some things that make me unhappy. I can come across better if they know that I love art

DR. MACHLUP



. . . I am afraid that a great many other issues exist which we believe are the result of a genuine demand on the part of students but really are not. The explicit demands do not always express a real demand, but are made by only a few people who talk with loud voices.

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and have some good prints at my house, or know when I am really frustrated and willing to say so to them. In this sense, the way I live is a part of their lives.

This is all the more true, I think, when we have so many students who seem to be in deep conflict in relationships with their parents. Sometimes they are looking at us, and making some judgments about us, in relation to the parental model that they have had, a model from which they might have turned away for the moment, but to which they will probably turn back in later days.

MR. STEPHENS: Jack, I would submit that all of the things that you say are important and vital at Haverford College. But I come back to the environmental thing. Students can relate to you at Haverford, because the setting there makes it possible. But, put you in the position of running a university that has 40,000 students, and where would you be?

My point is, again, that I think that the educational institution, because of the total learning experience which comes from living a particular style of life for four years, should be giving some attention to the kind of environment which makes the best kind of experience possible. Now, how you do it at CCNY is going to be different from the way you manage it at Haverford College, but somebody ought to be giving attention to the problem.

DR. PETERSON: I can't let you get away with that. I was a part of a large university. I know that, in a large university, if it is a good one, you do it just the way you do it at Haverford College. Only it isn't the president, it's the human relationship that counts, and you can have it with 40,000 or 70,000, if this is important to you.

MR. STEPHENS: Martha, I am not saying you can't. I am saying that a large institution shouldn't assume that it can't be done, but must devote as much planning

MR. STEPHENS

. . . the educational institution, because of the total learning experience which comes from living a particular style of life for four years, should be giving some attention to the kind of environment which makes the best kind of experience possible.

work to this end as is given to planning the building of a nuclear reactor or new laboratory.

DR. MACHLUP: I want to take exception to what Dr. Coleman was referring to, the relationship of the student to his class, and to the people to whom Dr. Coleman talks, not as president, but as teacher of economics.

The point is that every teacher has to relate to a small group, and sometimes not so small a group, to whom he talks directly, and there it is important that the person, the human being, comes through. It has very little to do with whether the university has 40,000 students, or 1,200 students, or 600 students. I don't think much planning goes into whether the teacher is a person, a character, or not. You can't plan that. Perhaps you can plan it by selecting your future staff members or professors this way, but you cannot plan it with the people you have. Some people are just fuddy-duddies and others are not. You have to accept them and cancel them out, because their personalities do not come through.

MR. MUIRHEAD: I don't think we should take such a fatalistic point of view. It seems to me that the university or college can develop policies (and, hopefully, they will be developed in concert, including the student input) and that these will have some bearing upon what emphasis that institution is willing to put on teaching. One of the things that is giving students a real hangup is the fact that altogether too many faculty members are too much related to research, and not enough to teaching. Now I maintain that a college or university, with the inputs from all of its component parts, can change that policy. I think that this is one of the things that young people are trying to tell us.

DR. MACHLUP: You might ruin thereby the quality of teaching. Someone who is dedicated to teaching and doesn't do any research may be a good orator, a good entertainer, but he is not a good teacher.

MR. MUIRHEAD

. . . It also seems that the students who are part of the disenchantment are indicating that they are not too happy with the teaching, and that they are also not too happy with the level of commitment of higher education to serving minority groups.

MR. MUIRHEAD: I don't think it necessarily follows that a good teacher is not interested in research. I think that would be a sad combination, but I think an equally sad combination results when a college or university that has teaching as its principal mission allows too much emphasis upon research on the part of the faculty.

DR. MACHLUP: What is too much: How do you measure that?

MR. MUIRHEAD: I don't know the answer to that, but I think I have a fairly good idea. If the major faculty members are spending almost all of their time in research and almost none of their time in the classroom, then I think we can say that they are not really carrying out the mission of the institution.

DR. COLEMAN: I don't know why I find myself in such a conciliatory mood this morning. It is very unusual for me. But one of the beautiful things that has resulted from this student pressure is that it has forced us, as administrators, to ask ourselves, "Does it have to be one or the other?" and has put us in a position of working with the faculty in trying to bring teaching and research together.

If we ever again let ourselves get caught in that trap of one or the other, our schools are going to go down the drain at a very, very fast rate. It is not impossible to get that research-minded person, the one who has not thought very much about his teaching, back to thinking about teaching. It is not impossible to take that person who is solely oriented towards teaching, and who is just this lecturer you are talking about, and get him interested again in scholarly work.

I repeat, it is a beautiful thing that student pressure has brought us to a position where we can see that it is our job to bring these two things together, and to make them work for the student.

DR. PETERSON

. . . It isn't money that is stopping us from doing some things to improve the quality of teaching. It's lack of initiative; lack of ideas.

DR. PETERSON: Perhaps we can define a bit more clearly the person doing research who finds it an awful bother to have to go into the classroom. We all know some people of that kind, and/or the ham who loves to come into the classroom. There is a place for them in the world, but the place isn't really teaching in a college or a university.

DR. COLEMAN: I am more pessimistic about the latter fellow. There is a place for the researcher who doesn't want to teach, but my judgment is, not in a college. He belongs somewhere else. I don't quite know what the right place is, though, for the person who only "enjoys teaching" and is not fully alive professionally.

DR. PETERSON: There is a place on Broadway.

DR. MEADE: May I take us back to a comment made somewhat facetiously quite some time ago, about recalling students and faculty members? Perhaps one of the real contributions which has come out of the student unrest is that we have become aware that there might be a need to do this.

So what are we going to do about this problem? Perhaps one solution would be funding from the federal government to enable colleges which feel that this is important to take the time and to set up the mechanism for retraining certain faculty members who have become over-committed to research, and who have under-valued the need to communicate the results of their research to the young people in the classroom.

I would not write off the great orator who doesn't do the research. Somewhere way back when, I assume that he or she had some interest in research and the quest for knowledge. Perhaps we can revitalize that spark.

Both these projects will take time and money, but this is one way in which I feel the federal government could, by providing funding, make it pos-

DR. MEADE

. . . perhaps we should recall that there has never been an absolute standard agreed to by educators in the past, or in the present, as to what amount of learning equals a bachelor's degree.

sible for us to bring these extremists back to a point where they can make a greater contribution to the teaching and learning process.

MR. STEPHENS: Isn't it possible that there are some "great teachers" who are capable of understanding and utilizing the research of others and interpreting it to the students?

DR. MACHLUP: There may be many, but how do you know that in their teaching they are actually utilizing the most up-to-date research?

DR. PETERSON: I want to take exception to that proposed re-training program. I don't want the federal government off the hook on the amount of money they ought to give colleges and universities, but I think money given for this purpose wouldn't make a bit of difference.

It isn't money that is stopping us from doing some things to improve the quality of teaching. It is lack of initiative; lack of ideas. There are a lot of things that I want federal government money for, but this happens to be one job that I think we could do at home, if we really get busy and care enough about it.

It would be, of course, a very ticklish process. You would have to enlist the support of certain key members of the faculty. You would have to find some models that they can follow to know what good teaching is. I just don't think money would help here.

DR. MEADE: Very briefly, what I am trying to say was, if funds were available to enable us to support people who see this as a very important function of the university while they take the time to do the planning, to enlist the support, and so on, I don't think there should be extra structure. Some institutions are doing this now. I don't think any of us would challenge the fact that money can be a very effective motivator.

DR. COLEMAN: We have only a very few minutes left. Are there other thoughts that anyone is anxious to add to this discussion?

MR. MUIRHEAD: Shouldn't we add the point that much of the student unrest and the student dissent really has been a very good and positive thing for all of us? Student pressures represent, even though not in a true mirror by any means, some reflection of the public concern for higher education, and the need for change in higher education to serve better the different populations that higher education is being called upon to serve.

DR. COLEMAN: From one point of view, one could look at student unrest as being something that has been very beautiful, and I tried to indicate ways in which I think it has been tremendously important. One could also find in the situation at this point a very discouraging side. One sees generally across the country how little willingness students show to stay with a few of the ideas that might make the most difference in American education; to stay with them and fight the battles that are necessary to get changes made.

Some of the unrest has turned out to be reasonably superficial when you look at it rather closely. The targets have changed very quickly.

At one point, there was a feeling that the college was going to solve the problems of the world. It was a very arrogant view indeed that we were going to go out and solve the problems of Viet Nam and all the rest. We aren't going to solve the world's problems. We are part of the society. As individuals we can do a lot, but as colleges we can do very little in that area.

At a later point, we began to look at ourselves. That was a healthier thing: to ask what we could do within institutions to effect positive change.

I myself would like to see more student unrest rather than less at this time. I would like to see more of a kind of unrest that focuses in on a few particular problems and helps us stay with those until this concern makes the difference in our affairs that it should.

This morning's paper gives, I think, a very discouraging report of apathy at Berkeley. If we are to get apathy now, it would be terribly harmful to us. We should not have apathy before we have asked ourselves the question, in 1972, what is a college for? What is our core purpose? What are the things that we can do that other institutions in society can't do?

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